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pupil may easily test himself as to his proficiency in acquiring and retaining forms and meanings.

The plan of the vocabulary is simple and just what an ordinary pupil can comprehend. By it he has some hope of deciding correctly the meaning of a word in a given passage and also gets the primary meaning.

HORACE C WAIT, De Witt Clinton H S

PART III

MARCUS TULLIUS CICERO: TEN ORATIONS WITH THE LETTERS TO HIS WIFE

Edited by R A VON MINCKWITZ, DeWitt Clinton

Like the Cæsar of Messrs Towle and Jenks, this edition of Cicero, too, represents the work of the practical teacher in contrast with that of the College Professor. Like everything published by the Macmillan Company the book under consideration, too, presents a pleasing appearance both without and within. Binding, paper, printing, and the execution of the illustrations are beyond reproach.

Mr von Minckwitz commands a wide experience as instructor of Classics in schools both West and East. We may therefore feel sure at the outset that he has produced a good book. Nor shall we be disappointed in this expectation by a searching perusal of the Introduction, the Notes, and the Vocabulary. The examples among his remarks that show his classroom experience are far too numerous for detailed enumeration. A few, taken at random, may be mentioned: p 267, the regular order of personal pronouns; p 268, on the correct translation of two demonstrative words used together; p 279, where by one short hint he helps the pupil to clear the tangle of an involved conditional period; p 281, the clear statement of the use of *non modo*, instead of *non modo non*; p 285, explanation of the synonyms *infirmitas* and *debilis*; p 305, where again the short hint *construe voluntatis with quantum* saves the student from a pitfall; p 306, the remark on the force of compounds with *ali-*; p 315, on the Latin use of *asyndeton* where English uses *while*, and so forth. In general the editor has been successful in lightening the burden both of the pupil's homework, and of the classroom, by safeguarding the student against the numerous possibilities of error where a double construction might be possible. I count among the excellencies of the book also the many and lucid references to figures of speech, and of rhetoric, of which the average high school student is usually woefully ignorant. Also the numerous and exhaustive historical explanations; for lack of historical knowledge is likewise one of the *malæ cruces* of the teacher of Classics. The vocabulary seems to be complete and well arranged; the list of word-groups may prove useful and instructive, if rightly used; though I must confess fear that the time for such work over which we can dispose, is very limited, too limited indeed for good results. Another commendable feature is the indication of rhetorical emphasis by the use of italics. One regrets that this has not been carried out through the whole book, as has been done with the marking of long vowels. Last, not least, the introduction, treating of Cicero's life, of the argument and the historical background of the speeches and of the letters given and of the Roman constitution, deserves unstinted praise, both as to contents and artistic form. It is very pleasant to read, and I can well believe that an earnest student will feel attracted to thumb these 65 pages often and well.

I hope to have made it clear that my general estimate of Mr von Minckwitz's work is by no means small. But there are to my mind some serious objections to it.

Least of them is the question of selection and arrangement. Most of us, I dare say, find it difficult enough to read seven orations of Cicero in the three quarters of a year allowed for them (part of the Cicero year, with us, is given to Ovid, as an introduction to the study of Vergil, and to sight-reading in Sallust's *Catiline*). Since the "*Catilinariæ*" are absolutely necessary, the "*Manilian law*" and the "*Archias*" almost so, a choice between the four others, among them the lengthy "*Milo*", seems to be out of the question. But, if I understand Mr von Minckwitz rightly, he offers these ten orations and the letters, because he believes that we read by far too little. Of this more anon.

As to the arrangement, I must still contend that the chronological order is the only logical one. The speech on Pompey's commission with its transparent rhetorical division seems to me to form the natural introduction to the study of the master of oratory. Following these by the four *Catilinariæ*, the *Archias*, and the *Marcellus*, the pupil would gain a picture of Cicero's oratorical and political development that cannot be but instructive. He would, then, also bring to the thorough study of the *Catilinariæ*, as his main subject, the necessary knowledge of the antecedent history of the decaying commonwealth.

The second objection, and with this we return to the editor's belief as to the amount to be read, is to the general character of the notes. It is my feeling that their general tendency is to put the burden of the preparation upon the pupil, and to turn the classroom period into a mere recitation. For otherwise the copiousness of the notes forestalls the teacher at every step. After having worked very thoroughly through the first five speeches, I do not know what I could add in the classroom, apart from a few divergences of opinion. And for the same reason I must seriously object to the information contained in many of the historical, and other, notes. If they are meant for the use of the student, they give far too much, both in quality and quantity; the average student does not care much for notes, anyhow, except as they help him to a translation; he will simply skip them. Examples will make my standpoint clearer. Cicero says (*de imp. Pomp. IV*); *Mithradates omne reliquum tempus ad camparationem novi belli contulit*. The note to this passage consists in a lengthy quotation from Plutarch's *Lucullus*, wherein not only the pertinent fact of the Romanizing drill of Mithradates' army, and of his huge preparations is stated, but also superfluous information about the absence of "gilded cabins, luxurious baths, and women's furniture" in his fleet. A short note in the editor's own words would have said all that the student needs to know. On p 293, apropos of the mention of the consuls Cotta and Torquatus, we read not only of the date of their consulate, but also that they had been elected "to take the place of Pætus and Sulla, who having been convicted of bribery had been disqualified from holding office". *Cui bono*? In this connection I must find fault also with such display of learning as is shown in references to authors outside of the sphere of a schoolboy's knowledge, such as to Valerius Maximus (p. 269, 295) to Ovid's *Fasti* (p 284), to Tacitus (p 289, 312), to Livy (p 307). While references to Cæsar and Nepos or to

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Vergil, deserve only praise. With all this information showered upon the pupil there is nothing left to the viva voce of the teacher. And I can easily believe that it is possible to read a much larger amount of Latin than is usually done. For it is evident if the student has been held strictly to all this work that translation, rapid and accurate, is pretty much the only thing left to be done in the classroom. But what teacher of Classics will be willing to sink his individuality so completely, and to become nothing but the editor's mouthpiece?

Here, as everywhere, the rule applies, that he who works to maintain the interest, must leave a good deal unsaid.

I cannot close without saying one word of the illustrations. As stated before, their execution is generally excellent. But the same cannot be said of their selection. The chief aim of a picture, as I understand it, is not to look pretty, but to illustrate, i.e., to make clear what otherwise would remain obscure. Here I must criticise the lack of maps of Italy and of the Roman Empire, omitted probably because the existence of large wall maps is assumed. Further, what relation do the insignia pontificatus on p. 70 bear to the text? What benefit for his understanding of Cicero's vehement fear to be within the same walls with Catiline does the student derive from the "remains of Roman wall" on p. 78? Does the coin of Cinna on p. 100 contribute anything at all to the understanding of the hope of Lentulus, that the Sibylline Oracle of the three Cornelias referred to himself? But I fear, I have already overstepped the limits drawn for this notice. And I expect to speak of the faults of modern text-book illustrations in another connection. I suspect, Mr. von Minckwitz is little to blame for this part of his book.

To sum up: Minckwitz's Cicero is a useful and pleasing book. Its fault lies mostly in the *multa, non multum*. And, when pruned to right dimensions in the second edition, which will undoubtedly be forthcoming, it will take its place among the good editions of Cicero, and deservedly so.

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